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ABSTRACT

Given the difficulty of representing the interests of a diverse faculty such as Utah State University, this 5-year plan has sought relevant information from both faculty and administrators in an assessment of the needs of the university for this period. Some conclusions about needs have been drawn from existing data: enrollment can be expected to remain steady or to experience a slight decline; the emphasis on quality teaching will increase; students are dissatisfied with survey courses; critical skill areas include communications, problem solving, and managerial practices; and graduate teaching assistants have little preparation for teaching other than their specific academic training. The objectives of the Instructional Development Office are reviewed in the context of these needs, and areas of staffing and financing of instructional development activities are addressed. An implementation flow chart of activities scheduled in the instructional development office over the next five years is provided, as well as a list of references and the tabulated data from a survey of undergraduate students in survey courses. (Author/RAO)

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# Proposed Five-Year Plan

for the

Division of Instructional Development

Merrill Library and Learning Resources Program

Utah State University

Logan, Utah

by

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Associate Director, Merrill Library and Learning Resources Program
for Instructional Development

and the
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the Learning Resources Program

Submitted to the
Office of the Provost
Utah State University

and to the
Northern Rockies Consortium for Higher Education

May 7, 1979

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ABSTRACT


Page

1. Given the recently announced change in administration for Utah State University, an assessment of program direction and a proposal for the future appears timely . . . . . 1

2. This plan is meant to be flexible and to provide a statement of intent for dialog with the new administration. . . 1

3. Given the difficulty of representing the interests of a diverse faculty such as USU's, this plan has attempted to obtain relevant information from faculty and administrators in assessing needs. The Advisory Committee to the Instructional Development Division has served in a quality assurance role for developing this plan . . . . . 2

4. From existing data, the following conclusions about needs have been drawn: (1) for the next five years, enrollment at USU can be expected to remain steady or to experience a slight decline; (2) the emphasis placed at the university upon quality performance in teaching will increase; (3) considerable dissatisfaction currently exists among undergraduate students in large, entry-level survey courses; (4) based upon three previously completed departmental needs assessment studies, there are areas of skills which are consistently rated as critical: (a) communication skills, both written and oral, (b) dealing with practical problems and (c) managerial skills; and (5) there are a substantial number of courses being taught by graduate teaching assistants with little preparation for teaching other than their specific academic training . . . 3

5. From previous reports, there is evidence to support the conclusion that the ID office is viewed favorably by faculty members who have been directly involved in ID activities--an estimated one-third of the teaching faculty to date--but that this is recognized as a relatively small percentage relative to the total number of faculty . . . 5

6. Present goals for the office center around the "creation of better instructional environment for teaching and learning." . . . . . 6

7. Objectives for the office until 1985 are proposed as follows: (1) involve USU faculty members in workshops and retreats; (2) expand the college teaching seminar; (3) expand the Occasional Paper to a Teach-In series; (4) obtain a larger portion of outside funding for instructional development projects; (5) focus impact of selected

projects on survey courses; (6) participate fully in the Northern Rockies Consortium for Higher Education; (7) increase cooperation among elements of the present Learning Resources Program; (8) involve faculty in extensive analysis of teaching behaviors; and (9) maintain the program of extensive ID involvement with one department per year . . 8

8. Staffing the office with three professionals until 1985 is anticipated to be sufficient, providing that flexibility is maintained in expanding or contracting the portion of time--currently half time for each--as needs arise . . . 10

9. A series of steps for implementation of the plan is provided in flow chart form in Figure 1 . . . . . 12

10. Financing the program will require (1) maintaining of the present state appropriated base of funding; (2) a stabilizing of funding for faculty projects; and (3) an enhancement of funding from outside sources, from the present level of one-fifth to at least one-third of program funds . . . . . 14

11. Every encouragement will be given to expand the extrinsic rewards for excellence in teaching and to document instances of fine teaching . . . . . 15

12. The long-term prospect is for USU support for the Northern Rockies Consortium for Higher Education, with a growing degree of independence for the new organization . . . . 16

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## I. Introduction

The spring of 1979 is a particularly auspicious time to inaugurate an institutional plan for instructional development services at Utah State University. The most obvious factor is the recent change in university administration. Dr. Stanford Cazier, formerly Vice Provost at USU and President at the University of California at Chico for the past eight years, was named President of the University last week. Undoubtedly the new President's posture toward the ID program will have momentous significance regarding this plan's implementation.

Organizationally, the Division of Instructional Development (ID) is one of four divisional units in the Merrill Library and Learning Resources Program. The ID director reports directly to the MLLRP Director and through him to the Provost. The Instructional Development Division has been in operation since 1970. That nine-year period has seen three directors: Douglas Alder, Michael DeBloois, and Nick Eastmond, the latter approaching two years in the position. Certain elements of the existing program are due for revision, as will be evident from the needs assessment information.

This planning document is intended to provide direction for the program, but with flexibility, adaptability, and vision for the coming years. It is not meant to be "set in concrete" or the last word in any way. The time frame, five years, is not entirely arbitrary, as it attempts to force thinking into a long-term rather than short-term perspective. To the extent that faculty, administrators, and Instructional Development staff members wrestle with long-term issues and resolve them creatively, this plan will succeed.

## II. Ownership and Reporting Level

Walter Jackson Bate has characterized a university as "a collection of mutually repellent particles held together by a common interest in parking."[1] While that position certainly overstates the apparent diversity, it does point up the difficulty of obtaining or representing "the interests" of the highly individualistic and heterogeneous group that make up a university faculty.

A measure of departmental and college input is provided through the existing Advisory Council to the Instructional Development Division, MLLRP.[2] As presently constituted, the Council consists of seven members plus three ex officio members representing various colleges, extension, and student interests. A listing of these members is given in Appendix A. To date, under the Taggart Administration, the financial support given to the Instructional Development Division has been moderate for an institution the size of USU.[3] More importantly, that support has been consistent and long-term. This approach is in keeping with the strategy of the Taggart administration which has been, where possible, to decentralize decision making to the department level and to expect service units to proceed in entrepreneurial fashion to succeed or fail in the campus community on their own.

The following steps have been taken to obtain faculty and administrative commitment in the formulation of this plan: (1) gathering of data from faculty and administrators in assessing needs; and (2) employing the ID Advisory Committee in a quality assurance role, to approve the design for the plan, to react to the draft copy as a committee. It is hoped that this plan can be presented to the Provost and the new President soon

after their taking office as a working document in need of their ideas and eventual commitment.

III. Background Information: Needs Assessment Results

The basis for an identification of needs is a series of studies which have completed over the past five years:

1. A study of USU faculty perceptions toward ID,[4] 1975
2. The needs assessment studies completed for departments on campus
   a. Civil and Environmental Engineering--1974[5]
   b. Wildlife Science--1975[6]
   c. Range Science--1976[7]
3. Results of a survey of USU faculty by Dr. William A. Brindley, rating services provided by the Library and Learning Resources Program, February 16, 1978 [8]
4. A report of an evaluation team visit to the Learning Resources Program, performed under the auspices of the Northern Rockies Consortium for Higher Education, August 17, 1978 [9]
5. Results of a questionnaire sent to students regarding survey courses, April 1979, as yet unpublished, included as Appendix B in this document
6. Data collected by Dr. Richard Jacobs and others from the Office of Institutional Research [10]

A set of conclusions regarding needs will be given and the source upon which the conclusion is based will be cited.

Conclusion 1: For the next five years, enrollment at USU can be expected to remain steady or experience a slight decline. A substantial increase is unlikely. Based upon the estimated number of high school

graduates for the period 1980-1985, some 18-20,000 students will be expected to graduate each year. Following 1985, a major increase in high school graduation is predicted for the decade through 1994. A significant drop in 18-year-old Americans over the 15-year period[11] may impact USU enrollment through (1) increased competition by other institutions for enrollment, or (2) job market trends, boosting employment and attracting students away from school.

Conclusion 2: The emphasis placed at the University upon quality performance in teaching will increase. Pressures from student groups, as well as the growing concern to make the college experience a successful one for larger numbers of students and thus maintain or build enrollments, will combine to make quality teaching a more valued item on campus. The measurement of quality--through student questionnaires, gross enrollment figures, peer evaluation, and the like--will remain a hotly contested item.

Conclusion 3: Considerable dissatisfaction currently exists among undergraduate students in large, entry-level survey courses. Our questionnaire results show that, while students are generally aware of considerable instructor planning and effort to match course content with objectives, that student dissatisfaction remains over the lack of classroom interaction, both instructor-to-student and student-to-student, and the testing procedures used.[12]

Conclusion 4: Based upon three previously completed departmental needs assessment studies, there are areas of skills which are consistently rated as critical: (1) communication skills, both written and oral; (2) skill in dealing with practical problems in real life settings; and (3) managerial skills to operate in a complex environment within political and economic constraints.

Conclusion 5: There are a substantial number of courses being taught by graduate teaching assistants with little preparation for teaching other than their specific academic training. While the proportion of undergraduate courses taught by graduate teaching assistants is lower at Utah State than at some other institutions in the state, notably the University of Utah, the number of student credit hours generated by TA-instructed courses is sizeable. Some departments and colleges conduct their own TA orientation programs, and some of these (e.g., the Biology Department) are extensive. However, with the exception of the one-quarter, three-credit-hour College Teaching Seminar, sponsored last year by Instructional Development, the Graduate School Office, and the College of Education, no university-wide program currently exists to provide regular instruction to improve teaching skills of graduate TA's.

In addition to the above cited needs, there is evaluative information available concerning the ID office which must figure into planning considerations.

Three studies conducted in the past four years would indicate substantial faculty support for the Instructional Development program. The telephone survey of awareness conducted by the Division of Instructional Development found more than two-thirds of USU faculty aware of each of the various ID programs--minigrants, the Occasional Paper, released time grants. While faculty who have been involved with ID, rate the services highly, many have not had contact. To quote the outside visit team in summer quarter, 1978, "Projects (of ID) seem to be effective, most are completed, and many receive distribution beyond USU. Faculty who have participated give the service high ratings, but users are few."[14]

Thus, the number of faculty directly involved with the ID program becomes a significant item for concern. On one hand, the service is

small in numbers of staff and was designed to serve as a catalyst for instructional innovation. It was never intended to work intensively with all faculty. On the other hand, there are likely many more faculty whose needs should be served than can possibly be accommodated given the present organization and strategy. This is a problem which is nationwide in the teaching improvement programs, as Lindquist has pointed out.[15]

To date, some forty-three USU faculty have been involved in faculty development grant projects and 155 faculty in minigrant activities since the program's beginning in 1970. Of course, over that time, attrition has taken place, but something like one-third of the total teaching faculty has been directly involved. Of the fifty-two persons nominated for Robins Awards for Professor of the Year, over the nine years of the ID program's operation, twenty-six of them (50 percent) have been involved in either a minigrant or faculty development grant.[16] Citing this finding is meant to note simply that a large percentage of faculty recognized for excellence in teaching has taken advantage of the opportunity to work with ID at some point over the years.

## IV. Purpose: Goals and Objectives

The present Instructional Development Office, a division of the Merrill Library and Learning Resources Program, was organized to serve as a catalyst for faculty and instructional development on campus. The following is a formal statement of the goals of the Division.

> To create a better instructional environment for teaching and learning by:
>
> 1. Providing consultation to the faculty on instructional problems and implementing systematically derived solutions.
> 2. Providing financial and staff support for approved faculty initiated projects; thereby causing the institution to

respond to reasonable faculty requests for instructional materials.

3. Encouraging department-wide analysis of curriculum content and fostering improved departmental instruction.

4. Initiating university-wide up-grading of teaching stations.

5. Supporting the improvement of extension and continuing education instruction.

Within this framework, a number of services are currently being provided. These are listed as follows:

1. Consultation to the faculty in pursuit of instructional interests.

2. Course and curriculum design for colleges or departments.

3. Instructional product development using various media and classroom management strategies.

4. College Teaching Seminar, examining both teaching skills and principles of course design.

5. Assessments of education needs to determine the most crucial elements for course design.

6. Program evaluation for course revision and improvement.

7. Occasional papers, focusing upon teaching issues, for distribution to faculty.

8. Minigrants and released time grants for individual faculty, providing resources to promote creative instructional ideas.

9. Teaching information dealing with new approaches or time-tested ideas for quality teaching.

10. Experimentation and innovation in teaching.

The aim in setting new objectives for the program is not to throw the old ones out. Rather, it is to shift program emphasis to deal with needs cited in the previous section and also to respond to a concern to reach a larger faculty audience. The established programs of individual minigrants and faculty development grants as well as department-level grants are to be continued, but a new emphasis is to be added.

Objectives: by 1985, the following should be accomplished:

1. Involve USU faculty members in workshops and retreats. As a target, at least three per year or a total of 15 retreats or workshops should be held by 1985 under ID sponsorship or with ID involvement. In the current year, two are planned: one with the College of HASS on the topic of survey courses and another with the Department of Animal, Dairy and Veterinary Sciences dealing with instructional improvement techniques. Some of the proposed workshops will be department or college-based; some should draw upon a university-wide audience. The sessions should be sequenced in a systematic fashion for maximum impact.

2. Expand the College Teaching Seminar. After two quarters of experience with the existing College Teaching Seminar by Dr. Roger Croft, the response to the course has been gratifying. Funding to teach this course has been obtained on a year-to-year basis and should be expanded as demand grows. By 1985, the course should be funded on a line item basis through an academic department for three quarters per year, and should be strongly encouraged for all graduate TA's.

3. Expand the Occasional Paper to a Teach-In Series. The newsletter sent to faculty has the potential of being compiled and published in a more permanent format, similar to our present Teach-In publication. By 1985, at least one new series should be completed covering approximately twenty-five topics and a part of a second.

4. Obtain a larger portion of outside funding for instructional development projects. During the current fiscal year, roughly one-fifth of the ID operating budget (excluding salaries) will come from outside funding, mainly the federal government. Between now and 1985, at least one-third of total course development expenses should be drawn from outside

sources. Sources such as Exxon, Danforth, and Kellogg, as well as the US Office of Education should be explored. The point is not necessarily to increase the ID budget through outside funds, but rather to seek outside grant money to accomplish course development goals.

5. Focus impact of selected projects on survey courses. These courses will usually be large classes, introductory content to the discipline, and often will be designated as general education offerings. By 1985, based upon faculty initiative, at least eight of these courses--not previously dealt with by ID--should have been revised extensively and should have evaluation data--student attitude and achievement results--to document significant impact. As it seems appropriate, personnel from ID will participate in the formation of general education policy and related instructional space assignment.

6. Participate fully in the Northern Rockies Consortium for Higher Education. It is anticipated that USU will continue to play a leadership role in this organization, through the providing of consultants, participation in conferences/workshops, and actively using the Directory of Resources. By 1985, USU should be able to point to at least five other institutions where a similar ID model has been implemented and where USU technical assistance has been provided. Possibilities for such exchange of expertise on the international level as well as the regional level should be explored.

7. Increase cooperation among elements of the present Learning Resources Program. The past three years have seen a number of events which have built the level of cooperation among MLLRP units. The opportunities for coordinated solution of campus instructional problems mandates an increase in cooperation. The provision of in-service training within MLLRP, of conducting cross-organizational retreat, and the fostering of

joint venture projects should be pursued. By 1985, at least 80 percent of MLLRP department heads should respond that there has been an increase of cooperation over the previous five years, that this trend has had a positive influence on working relationships, and each person whould be able to cite at least three significant instances where such cooperation has occurred.

8. Involve faculty in extensive analysis of teaching behaviors using student, videotape and professional feedback. By 1982, ID should provide regular workshops in these techniques--similar to the present Teaching Analysis By Students (TABS) system developed at the University of Massachusetts.[17] Faculty members will take advantage of this service, to the extent that by 1985, a minimum of 30 faculty members will have availed themselves of the service.

9. Maintain the program of extensive ID involvement with one department per year. As begun under the previous FIPSE grant, four departments have been extensively involved in ID projects: Civil and Environmental Engineering, Wildlife Science, Range Science, and most recently, Animal, Dairy and Veterinary Sciences. Over the next five years, extensive work should take place in five more such departments. It is anticipated that new approaches to working with these departments will be tried and that the proposed programs of workshops and individual grants will coordinate with the departmental efforts.

## V. Staffing Pattern and Support Services

Present plans for staffing do not call for additional personnel beyond the three professionals currently employed. It may be necessary, however, to vary the portion of time spent in ID-related activities and, if necessary, to contract with other campus faculty to perform services. For example,

if the College Teaching Seminar expands in the manner proposed, it will be necessary for extra teachers to be employed and additional funds provided. It is expected, however, that this deployment of personnel could be accommodated through the use of existing staff in the Instructional Media Department. It may be advisable to expand services into new areas, and if so, to increase the personnel as required.

After 1985, if university enrollment rises substantially, as predicted, additional university personnel in Instructional Development should be employed. By 1985, the tenure decision for present staff members--Soulier (1981), Eastmond (1982), Croft (1984)--should have been made.

## VI. Plan of Operation

The major steps involved in implementing this plan are shown graphically in the accompanying flowchart, Figure 1. Many activities will extend over fairly long time periods, and are shown as such. Admittedly, the amount of detail decreased from the first to the final year.

### Activities for Year 1

The following activities are proposed for year 1, from 1 July 1979 to 1 July 1980:

1.0 Submit plan to new administration, revise and plan

2.0 Schedule workshops and retreats, year 1

3.0 Attend/assist in consortium-sponsored retreats

4.0 Conduct and establish permanent funding for college teaching seminar

5.0 Submit two proposals for outside funding

6.0 Establish a program of analysis of teaching behavior

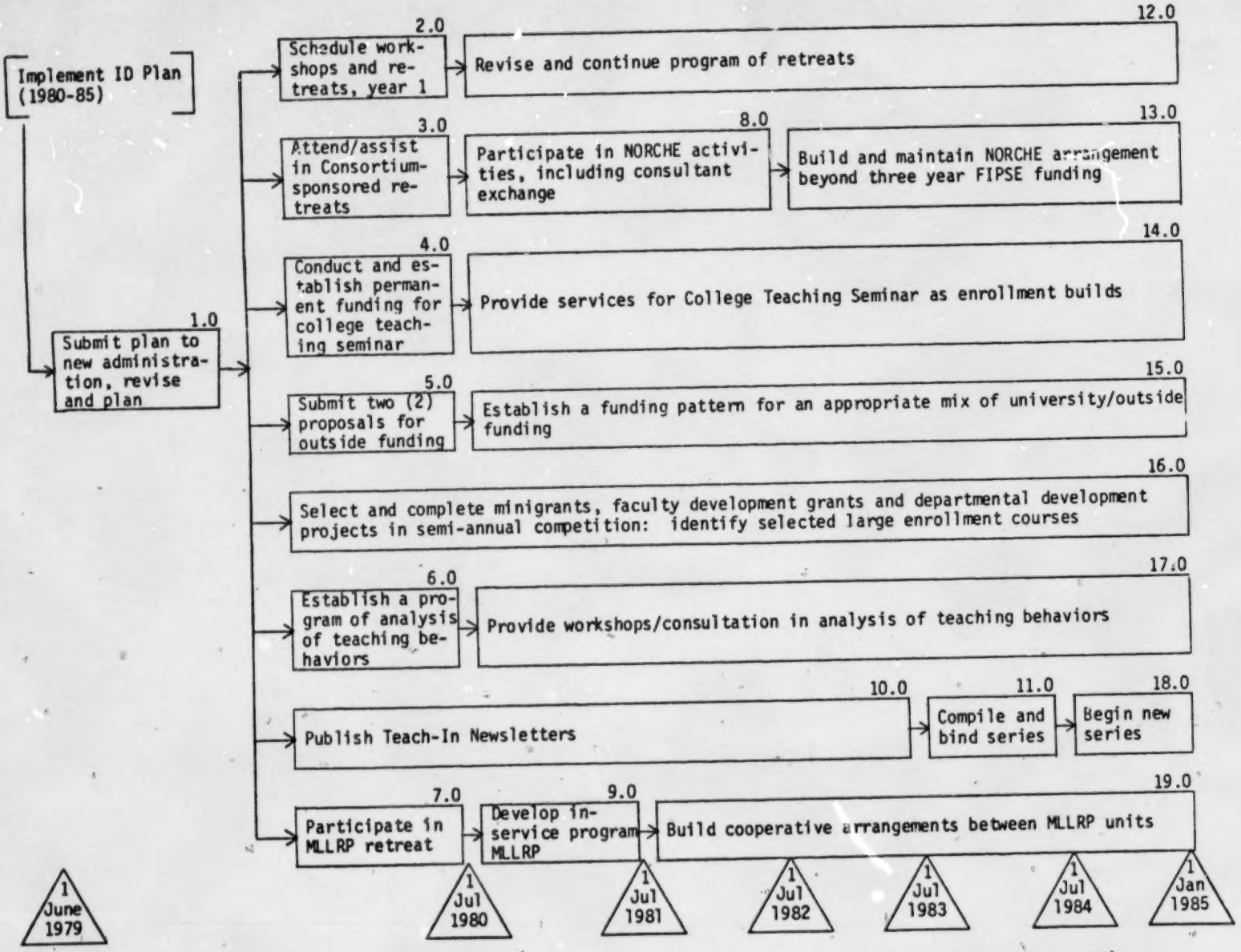



FIGURE 1: Proposed Activities to Carry Out the Present Five-Year Plan (July 1979-January 1985).

7.0 Participate in MLLRP retreat

8.0 Participate in NORCHE activities, including consultant exchange

9.0 Develop in-service program, MLLRP

10.0 Publish Teach-In newsletter

16.0 Select and complete minigrants, faculty development grants, and departmental development projects in semiannual competition. Identify selected large enrollment courses.

Emphasis will be upon working with the new USU administration to establish desired programs and levels of sustained funding necessary to accomplish these.

## Ongoing Programs to 1985

Beyond the first year, several programs are envisioned on an ongoing basis. These are listed as follows:

10.0 Publish Teach-In newsletters

12.0 Revise and continue program of retreats

13.0 Build and maintain NORCHE arrangement beyond three-year FIPSE funding.

14.0 Provide services for college teaching seminar as enrollment builds

15.0 Establish a funding pattern for an appropriate mix of university/outside funding

16.0 Select and complete minigrants, faculty development grants, and departmental development projects in semiannual competition. Identify selected large enrollment courses.

17.0 Provide workshops/consultation in analysis of teaching behaviors

## Major Program Milestones Beyond 1980

While many significant events cannot be forseen, it is worthwhile listing those anticipated.

September 1982: Termination of NORCHE funding from the Fund for the Improvement of Post Secondary Education. By that time a new ongoing funding pattern for the Consortium should be established.

July 1983: Completion of Teach-In II Series, bind and distribute to faculty.

September 1983: Beginning of the upward trend in USU enrollment as projected from Utah High School Graduates.

July 1984: Final tenure decision regarding present ID professional staff.

VII. Financing: Pattern and Direction

In the past several years, the following pattern of funding has emerged for the ID operation.

1. Salaries: three professional staff members @ half time each and full-time secretary-- funded on state line item budget.

2. Office operation and minimal grant operating expenses: funded through the Learning Resources program on state line item budget.

3. Funding for faculty projects--retreats, minigrants, faculty development grants, and department development grants--on yearly contingency basis, as funds are available.

4. Funding from outside sources for special projects or grant-related efforts--funded on a yearly basis as funds are available.

It is anticipated that the following directions will be pursued in coming years with the new administration for the four categories above.

1. Establish a hard money base for each professional staff member. At the present time, this base does not exist for one staff member, a portion of whose salary is dependent upon contingency funding for the college teaching seminar. As the college teaching seminar idea expands, funding should be justified for a state line item expense.

2. Maintain the existing office operating budget with normal yearly increase as is currently occurring.

3. Develop a solid funding base for at least a portion of the ID project funds from the University. Work for some sort of ongoing institutional

commitment--which has existed in practice in previous years--during the next five years. As much as possible, augment these funds with matching grants from colleges and departments. Currently, the College of Education and the College of Natural Resources have this type of ongoing commitment.

4. Expand the outside funding from the present level of about one-fifth of project funding to approximately one-third (see objective 4 above). Because these projects are primarily for the purposes of on-campus instruction, it is natural to assume that the main source of these funds will be from state appropriations. However, to the extent that these funds can be augmented from private or federal funding sources, this direction should be pursued.

## VIII. The Reward System

It is becoming increasingly apparent that in order for substantial faculty effort to be channeled into teaching and teaching improvement, sufficient rewards must be available as encouragement. Admittedly, many of the rewards for effective teaching will always be intrinsic ones, simply having a positive effect upon the lives of students. It is hoped that in coming years, more extrinsic rewards can be built into teaching effort, to make it entirely legitimate for a person whose major interest is in teaching students to obtain tenure, advancements in rank, and salary increases comparable to his colleague who chooses to pursue a more exclusively research service or publications avenue for advancement.

It is recognized that better means of evaluating teaching success must be established, and for this reason, an ongoing program of analysis of teaching behaviors has been suggested (see objective 8 above). As excellence in teaching receives better definition, and as the need for quality teaching to maintain and build enrollments becomes more evident,

it is anticipated that the extrinsic rewards for teaching will continue to grow.

In the meantime, however, it will be the posture of this office to do everything possible to support the recognition and reward of excellent teaching.

## IX. Long-term Relationship with the Northern Rockies Consortium for Higher Education

The Division of Instructional Development at Utah State University has been and continues to be a prime mover in the Northern Rockies Consortium for Higher Education (NORCHE). Having the organization headquartered in Logan under the present three-year grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) provides an additional opportunity for this institution to provide service and leadership in the region. In many ways, the present federal grant is a continuation of a previous grant received from the Fund during 1974-76 to develop a departmental ID model. Just as the previous grant assisted the USU Instructional Development office in establishing a firm basis of support from within the University, the present grant should establish the Northern Rockies Consortium on a solid basis of interinstitutional cooperation and support.

The policy of USU regarding consortia is to provide a reasonable amount of initial support and then to gradually reduce that support to leave the Consortium as a free-standing entity. It is assumed that such a policy will be maintained for NORCHE. The Consortium will either expand its level of funding, staffing, and operations, or it will cut back, but in either case, the Consortium will assume more independence as an organization.

USU will continue to support the Consortium through the release of staff space and services on a contractual arrangement. Should this arrangement prove disadvantageous for either party, another alternative

will be found. However, it is expected that the Consortium will continue to grow and to expand, and that participation in this organization will continue to be both intellectually stimulating and energizing for the USU program, as it has definitely been over the past academic year.

## Sources

[1]Walter Jackson Bate, quoted by Malcolm G. Scully. "Tightening the Curriculum: Enthusiasm, Dissent and So What Else is New?" Chronicle of Higher Education, p. 12, May 8, 1978.

[2]Councils and Committees of Utah State University for 1978-79, p. 3.

[3]Irving R. Merrill and Harold A. Drob, Criteria for Planning the College and University Learning Resources Center, Washington, D.C.: The Association for Educational Communications and Technology, pp. 74-75, 1977.

[4]Nick Eastmond. Instructional Development Under the Microscope: Perceptions of Faculty Members. Logan, Utah: Division of Instructional Development, pp. 35, 1975.

[5]Nick Eastmond. An Assessment of Educational Needs for the Department of Civil and Environmental Engineering, 1975.

[6]Nick Eastmond. An Assessment of Educational Needs for the Department of Wildlife Science, 1975.

[7]Nick Eastmond. An Assessment of Educational Needs for the Department of Range Science, 1977.

[8]William A. Brindley, survey conducted February 16, 1978 as a part of the MLLRP Review for the Visit of an outside evaluation team headed by Dr. Charles N. Kaufman, and included as Appendix A in the Kaufman Report, pp. 34-36.

[9]Bari Lynn Gilliard, Max Aycock, Steven Hess. A Report of the Evaluation Team Visit to the Learning Resources Program of Utah State University on July 27-28, 1978. Logan, Utah: Division of Instructional Development.

[10]Office of Institutional Research, Utah State University: A Summary of Institutional Data. Logan, Utah, November 14, 1978.

[11]Ibid, p. 14. This study compares population trends for 18-year-old Americans with projected numbers of Utah high school graduates. From the graph, the following:

| Year | Utah High School Graduates (in thousands) | 18-Year-Old Americans (in millions) |
|---|---|---|
| 1980 | 20 | 4.2 |
| 1981 | 19 | 4.1 |
| 1982 | 18.5 | 4.0 |
| 1983 | 18.5 | 3.8 |
| 1984 | 19.5 | 3.6 |

[12]Our questionnaire administered to 290 students from five survey courses in the College of HASS asked them to compare survey courses with non survey courses in their experience. The results were intended to provide data for a conference of HASS faculty who have involvement in survey courses. (See Appendix B.)

[13]William A. Brindley, op. cit., pp. 35-36

[14]Bari Lynn Gilliard et al., op. cit., p. 9.

[15]Jack Lindquist (Editor), William Bergquist, Claude Mathis, Chester Case, Thomas Clark, and Lance Buhl. Designing Teaching Improvement Programs. Berkeley, California: Pacific Soundings Press, pp. 252-277, 1978.

[16]The count of Robins Award nominees was made from programs on file in the Archives of the Merrill Library. A count of those who are listed on the ID project listing was then made.

[17]Reported in William Bergquist and Steven Phillips. A Handbook for Faculty Development, Vol. 1 and 2. Washington, D.C.: Council for the Advancement of Small Colleges, 1975.

## Appendices

A. List of Members of the Advisory Council to the Instructional Development Division of the Learning Resources Program

B. Results of a Questionnaire of Undergraduate Students in Survey Courses, April 1979

## Appendix A

List of Members of the Advisory Council to the Instructional Development Division of the Learning Resources Program

J. Nicholls Eastmond, Jr. (chairman), Associate Director, Merrill Library and Learning Resources Program for Instructional Development

P. Thomas Blotter, Associate Professor, Mechanical Engineering

Richard C. Haycock, Associate Dean, College of Humanities, Arts and Social Science

Donald V. Sisson, Assistant Dean, College of Science

Rex L. Tueller, Associate Professor and Assistant Director, University Extension Class Division

Kent R. Van Kampen, Department Head, Animal, Dairy and Veterinary Sciences

Scott Smith, ASUSU Academic Vice President

Ex Officio Members:

Milton C. Abrams, Director, Merrill Library and Learning Resources Program

Roger C. Croft, Instructional Development Specialist, Division of Instructional Development

J. Steven Soulier, Consultant to the Faculty for Instructional Design

## Appendix B Results of a Questionnaire of Undergraduate Students in Survey Courses, April 1979*

### SECTION I

**In this section you are asked to compare survey courses with other courses you have taken at the University on a number of items. Each item requires two (2) responses on your part, one to indicate your rating of survey type courses and a second giving your rating of non-survey courses.**

**USE AN (X) TO INDICATE YOUR RATING FOR THE SURVEY COURSES YOU ARE ACQUAINTED WITH, AND A (√) TO INDICATE YOUR RATING FOR OTHER NON-SURVEY TYPE COURSES.**

*EXAMPLE: If you are asked to rate survey courses and non-survey courses on the "amount of homework given in courses," you may feel that survey courses in general require only a small amount of homework when compared to that required in non-survey courses. If this were the case you might mark the item as shown:*

*a. Amount of homework given in courses.* High [√] [ ] [ ] [X] [ ] Low

*Non-survey courses† †Survey courses*

SECTION II RANKING: N=290

| 1 | 2 | 3 | 4 | 5 | | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 | 24 | 25 | 17 | 12 | 1. Amount of student participation. | SURVEY-X NON-SURVEY-√ High | 10 96 | 30 122 | 96 48 | 118 22 | 36 2 | Low |
| 23 | 21 | 18 | 18 | 9 | 2. Your personal motivation towards involvement in the course. | X √ High | 10 88 | 43 123 | 149 57 | 76 22 | 34 6 | Low |
| 12 | 18 | 21 | 15 | 6 | 3. The instructors apparent enthusiasm towards the course. | X √ High | 32 113 | 79 140 | 46 62 | 54 5 | 14 0 | Low |
| 3 | 9 | 16 | 17 | 22 | 4. Relevance of the course in meeting personal/professional needs. | X √ High | 22 130 | 98 86 | 74 39 | 98 25 | 52 12 | Low |
| 18 | 20 | 25 | 31 | 21 | 5. Availability of the instructor for personal consultation. | X √ High | 29 69 | 68 119 | 91 75 | 80 20 | 22 5 | Low |
| 15 | 16 | 16 | 13 | 18 | 6. Variety of teaching techniques, materials and activities used in the course. | X √ High | 26 52 | 79 113 | 97 92 | 78 30 | 10 3 | Low |
| 39 | 26 | 39 | 18 | 14 | 7. Amount of discussion between instructor and students. | X √ High | 18 80 | 49 127 | 68 43 | 78 30 | 62 4 | Low |
| 4 | 23 | 19 | 14 | 10 | 8. Amount of discussion of students with other students. | X √ High | 14 52 | 32 58 | 74 89 | 98 70 | 74 21 | Low |
| 25 | 24 | 13 | 21 | 26 | 9. Ability of tests or other evaluation tools to test "what was important in the course. | √ High | 10 44 | 60 115 | 109 93 | 85 28 | 31 10 | Low |
| 12 | 3 | 2 | 6 | 24 | 10. Amount of preplanning you felt went into the course content and instructional activities. | X √ High | 40 69 | 95 124 | 98 77 | 44 12 | 15 4 | Low |
| 2 | 13 | 6 | 21 | 14 | 11. Ability of the course to maintain a clear relationship between the course content and the course objectives. | High | 30 72 | 116 116 | 78 76 | 38 22 | 8 4 | Low |
| 5 | 4 | 2 | 9 | 21 | 12. Overall quality of instruction provided. | High | 26 89 | 87 132 | 128 52 | 33 15 | 14 2 | Low |

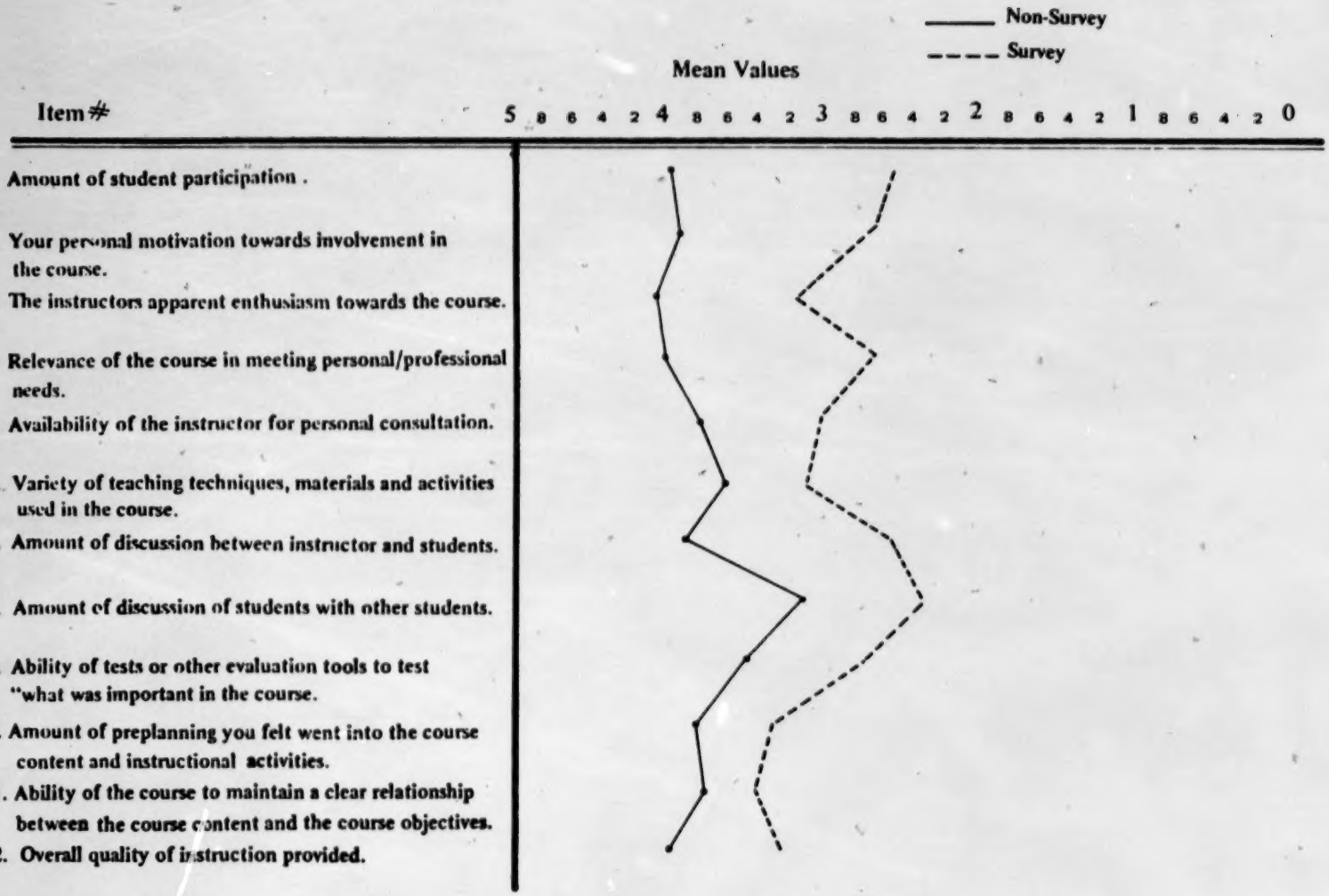
### SECTION II

**Look at each of the items you have marked in Section I and, by placing a number next to the question number, rank from 1 to 5 the five areas where you feel improvement is needed in the survey course area. Place a (1) next to the area needing most improvement, (2) along side the next most critical area and so on.**

*Note: These results were obtained from questionnaires distributed to five survey courses in the College of Humanities, Arts, and Social Science. A total of 290 usable questionnaires were obtained.

| MEAN RATING ON SURVEY COURSES | MEAN RATING ON NON-SURVEY COURSES | DIFFERANCE IN MEANS | WEIGHTED RANKING SECTION II | IMPROVEMENT PRIORITY BASED ON STUDENT RANKING |
|---|---|---|---|---|
| 2.52 | 3.99 | 1.47 | 297 | 5 |
| 2.65 | 3.91 | 1.26 | 298 | 4 |
| 3.19 | 4.14 | .95 | 231 | 8 |
| 2.63 | 4.01 | 1.38 | 270 | 6 |
| 3.00 | 3.79 | .79 | 322 | 3 |
| 3.11 | 3.62 | .51 | 281 | 9 |
| 2.58 | 3.87 | 1.29 | 432 | 1 |
| 2.38 | 3.17 | .79 | 243 | 7 |
| 2.77 | 3.53 | .76 | 328 | 2 |
| 3.34 | 3.82 | .48 | 119 | 11 |
| 3.42 | 3.79 | .37 | 136 | 10 |
| 3.27 | 4.00 | .73 | 94 | 12 |

1. Amount of student participation .
2. Your personal motivation towards involvement in the course.
3. The instructors apparent enthusiasm towards the course.
4. Relevance of the course in meeting personal/professional needs.
5. Availability of the instructor for personal consultation.
6. Variety of teaching techniques, materials and activities used in the course.
7. Amount of discussion between instructor and students.
8. Amount of discussion of students with other students.
9. Ability of tests or other evaluation tools to test "what was important in the course."
10. Amount of preplanning you felt went into the course content and instructional activities.
11. Ability of the course to maintain a clear relationship between the course content and the course objectives.
12. Overall quality of instruction provided.


Non-Survey
Survey
Mean Values
Item #
5 8 6 4 2 4 8 6 4 2 3 8 6 4 2 2 8 6 4 2 1 8 6 4 2 0
1. Amount of student participation .
2. Your personal motivation towards involvement in the course.
3. The instructors apparent enthusiasm towards the course.
4. Relevance of the course in meeting personal/professional needs.
5. Availability of the instructor for personal consultation.
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9. Ability of tests or other evaluation tools to test "what was important in the course.
10. Amount of preplanning you felt went into the course content and instructional activities.
11. Ability of the course to maintain a clear relationship between the course content and the course objectives.
12. Overall quality of instruction provided.

## Section III Selected Comments from Students

**The three (3) greatest concerns I or others have about survey courses which are not covered in Section I or II are:**

COURSE STRUCTURE:
- *Too large a class size
- Not enough variety
- *Trying to cover too much in one lecture
- *Many are too advanced for introductory classes
- Change lectures from time to time
- *More or better participation but disciplined participation
- *Time to cover all material is too short
- Too impersonal
- In survey courses you get off on too many tangents, a lot of wasted time

COURSE RELEVANCE:
- *Why are they necessary?
- *Not relevent to my future
- Most survey courses I take are chosen because they fit well into my schedule not because I want that particular class
- Generally I am not really interested in the subject matter taught in this type of course
- *Not relevant to my major
- Why must I take these classes?
- *It will have no bearing on my career
- *Not relevant toward higher related courses

COURSE CONTENT:
- *They try to cover too much material
- *Too general
- Teachers all using different books
- Sometimes too specific -- not enough overview
- They leave me with vague ideas instead of concrete knowledge
- That which I am learning is so superficial, I might as well read the encyclopedia
- *Some stress the idea of getting through the chapter. The force it on you and don't allow time for study and retention
- *Often things are very vague
- They're really harder
- Most if not all survey classes are just a review of high school

INSTRUCTOR:
- Non-personal attitude
- Teachers don't seem to care and are inflexible
- Are they teaching the blackboard or me?
- Not much availability for personal help outside class
- Favoritism toward certain students
- Professors that change grades because of a cute girl
- Teacher organization
- Upper division teachers should not teacher lower division courses. They talk too much above the student's head

GRADING:
- *Grading techniques should eliminate bias and subjectiveness
- *Not enough tests: too much material covered by too few tests.
- Not enough reviews for tests
- *Making test questions different from class questions
- Tests that test knowledge, not crammed memorization
- There should be more to evaluate a student by besides just tests
- Grading is much too easy

* This response or a similar response was given by more than 10 students